Utah Program Improvement Planning System (UPIPS) EXECUTIVE SUMMARY OF REPORT DAVIS SCHOOL DISTRICT July 10, 2006

The attached report contains the results of the first two phases (Self-Assessment Process and On-Site Validation Visit) of the Utah Special Education Program Improvement Planning System (UPIPS). This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The first phase of this process included the completion of the Self-Assessment and the development of a Program Improvement Plan. The second phase, On-Site Validation, conducted in Davis School District on March 21-23, 2006, included student record reviews, interviews with district administrators, school administrators, related service professionals, teachers, parents, and students. Parent surveys were also mailed to a small sample of parents. Information from these data sources was shared in an exit meeting attended by staff from Davis School District and members of the Steering Committee.

This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDEA, and recommendations for improvement in each of the core IDEA areas.

Areas of Strength

The validation team found the following:

General Supervision

- Local special education programs are reviewed frequently by Technical Compliance Managers (TCMs) and District personnel to ensure compliance with IDEA 2004.
- Special Education Teacher Reference Manual (procedures and forms) provided to all special educators and LEA representatives by Davis SD.
- Mentor Teacher Support provided to all beginning teachers in their first 3 years.
- District office personnel are responsive and accessible to parents, teachers, and administrators.
- District Special Education personnel frequently collaborate with personnel from Data Processing, Curriculum, and Student Services.
- Davis School District offers a full range of professional development, including IEP, Behavior, and Assessment Strand trainings, as well as multiple levels of training based upon the role of the teacher/administrator.
- All special education teachers are trained in Goalview electronic IEP and SCRAM data system.
- DSD provides child find information annually to private schools.
- Davis SD Special Education Dept. developed a needs assessment to determine training needs of special education teachers and LEA representatives.
- Schools were prepared for visits and were very welcoming.
- Strong professional development process with district, based upon needs assessment.
- LEA training evident within the interviewing process.
- Evidence that special education files were updated with new forms.
- Specialized instruction was evident in general education classrooms; specialized instruction is often supported by paraprofessionals.
- Collaboration between special education and general education personnel in preschool through junior high settings.
- Preschool special education files included Headstart referrals when applicable.
- District is implementing Academies (smaller learning communities).
- Special education files were kept in locked filing cabinets.

Parent Involvement

- Procedural Safeguard notices are regularly provided and explained to parents.
- Anecdotal records of meetings summaries and parent contacts are maintained.
- Parents are given the opportunity to participate in all meetings with respect to evaluation, identification and provision of FAPE, and educational placement of their student.

- Parents are considered a team member during all stages.
- IEP forms are available in many languages. Salt Lake City School District assists in the translation of special education forms.
- Parents are involved on the Special Education Review Committee and the LRBI Committee.
- Davis School District strives to maintain good working relationships with teachers and parents.
- Most parents have involvement in the IEP process across preschool, elementary, and secondary settings.
- Davis SD uses surrogate parents when necessary.
- Special education files contained documented attempts to involve parents.
- Consents for evaluations were contained in the special education files.
- Parents reported knowing who to call with questions or concerns at both the school and the district level.
- Progress reports on IEP goals were included in files.

Free Appropriate Public Education in the Least Restrictive Environment

- Students with disabilities have the opportunity to participate fully with non-disabled peers.
- Support teams assist teachers in addressing the LRE needs of students.
- Davis SD provides formal LEA representative training six times per year.
- LRE Review Committee provides support to school teams in addressing compliance issues.
- Self-contained students are served at local neighborhood schools rather than in separate facilities.
- DSD special education students participate in district and state assessment at a higher rate that regular education peers.
- Current assessment instruments are administered by well trained professionals.
- School psychologists and principals have a strong understanding of LRBI.
- LRE procedures emphasize maintaining students in the general education environment.
- Outcome measures for preschool students are taken three times per year.
- Standards-based IEPs are being written and used using Davis SD "Desk Standards".
- PLAAFP format that Davis SD is using and training on is easy for parents for all to understand and apply.
- Measurable goals are included in IEPs.
- Medical information is included in files, when applicable.
- Preschool Least Restrictive Environment continuum options.
- Special education staff demonstrated a willingness to learn and apply that knowledge.
- Progress notes were included in IEPs.
- Functional Behavior Assessments (FBA) and behavior Intervention Plans (BIP) were being utilized consistently in some school settings.
- The use of the alternative high school as a positive option to keep more students in school.
- Special factors are being addressed correctly in IEPs.
- Students with disabilities observed in general education classrooms received differentiated instruction, as
 well as accommodations such as adjusted workload, not exchanging paper with peers, teacher proximity,
 paraeducator support, and extra time for tests.

Transitions

- Transition plans are in place for students ages 14 and older and documented in student folders.
- Excellent interagency involvement and participation in transition plans.
- Students are involved in all areas of transition (i.e. community experience, employment, daily living, and post-secondary).
- Excellent file review and transition from preschool to kindergarten.
- Family Resource Center transition training available to preschool parents.
- Post high school programs designed to increase graduation and employment skills.
- Davis SD actively collaborates with local agencies, ATC, and local employers.
- Part B IEP teams considered IFSP; documented on agenda.
- Students were eligible and receiving services by their 3rd birthday.
- Davis provides a continuum of options so that students can be provided services in a variety of settings.
- Transition plans included in special education files, when appropriate.
- Students and parents report DATC representative attending IEP meetings.
- Development by Davis SD Special Education Dept. of student credit tracking form to document substitutions and modifications to graduation requirements ensures that students with disabilities are tracked individually towards graduation.

Disproportionality

- Davis SD has an active LRBI Committee who review emergency contact forms, track behavioral occurrences and discusses needs for interventions.
- Special education ethnicity rates comparable to school district enrollment.

Areas of Systemic Noncompliance*

- ✓ Pre-Referral Interventions form did not document at least 2 classroom interventions failed, with supporting data.
- ✓ Copies to parents of Eligibility Determination form, Review of Existing Data, and Evaluation Summary Report not documented.
- ✓ Notice of Meeting forms for IEP, Placement, and Eligibility meetings missing or incomplete.
- ✔ Prior Written Notice for Eligibility not documented.
- ✓ Evaluation Procedures not followed: Review of Existing Evaluation form was missing; students were not assessed in all areas related to suspected disability and sufficiently comprehensive to identify needs; SLD classification did not include the use of an observation of the student's academic performance in the regular classroom setting; SLD classification did not include the preparation of an evaluation summary report that includes the relevant behavior noted during the observation; SLD classification did not include the preparation of an evaluation summary report that includes the description of the instructional environment in which the observation took place; SLD classification did not include a confirmation of each identified deficit by at least 2 measures; ID classification did not include further evaluation if verbal or performance scores were significantly discrepant.
- ✓ IEP: Present levels of Academic Achievement and Functional Performance (PLAAFP) statements did not include baseline data; did not include special education services
- ▼ Timelines for IEP and Placement review/revision exceeded; Reevaluation timelines exceeded.
- ✓ Transition plan did not document the student's long range post-secondary outcomes, based on the student's preferences and interests.
- ✓ Age of Majority form not documented beginning not later than one year before 18th birthday.

^{*}These areas represent items where the visiting team could not locate appropriate documentation of requirements of IDEA 2004 and Utah State Special Education Rules in student records or other data sources.